Field Lane Junior, Infant & Nursery School

Anti-Bullying Policy

Approved by: School Governing Board	**Ratified:** October 2026
Last reviewed on: October 2026	**Next review due by**: October 2027
Reviewed by: Senior Leadership Team	

INTRODUCTION

Field Lane J I & N School is committed to providing a caring, friendly and safe environment by respecting all learners; celebrating cultural, religious, academic diversity. In this way we provide a setting in which all learners can achieve in a happy, safe and secure atmosphere.

Bullying is always unacceptable and will not be tolerated in our school. At Field Lane, we will always take appropriate measures to respond to those who are bullied, as well as those who bully. We recognise the negative impact that bullying can have on the educational experience of those who fall victim. Therefore we make every effort to provide a learning environment in which learners and adults can thrive. The prevention of bullying is a shared responsibility.

All staff (including visitors) have a duty to report instances of bullying to the headteacher/ deputy headteacher.

OBJECTIVES

1) To ensure that everyone feels safe and free from bullying and intimidation.
2) To build an ethos where learners feel safe, free from threat and intimidation.
3) To act promptly and effectively at the first sign of bullying.
4) To encourage learners and parents to report any suspected/attempted bullying.
5) To protect and reassure any victims of bullying.
6) To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
7) To make this a happy school that is free from bullying.

What is Bullying?

Bullying can be physical, verbal or emotional by a single person or a group/gang. It is sustained rather than a single event. It is a willful, conscious desire to hurt, threaten, frighten, upset and intimidate. It may also include cyber bullying in the form of malicious content of emails and text messaging.

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim." **-** ***Anti-bullying Alliance Definition***

Types of Bullying

Emotional	Being unfriendly, excluding, tormenting (e.g. Hiding books, threatening gestures) intimidation, deliberately excluding someone
Physical	Pushing, kicking, biting, hitting, punching or any use of violence, damaging or stealing property,
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments

Homophobic	Because of, or focusing on the issue of sexuality
Direct or indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing, malicious gossip,
Cyber bullying	All areas of internet ,such as email and internet chat Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology , i.e. Camera and video facilities, I- pad, games consoles,

Signs and Symptoms

A learner may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a learner:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other learners or siblings
- Stops eating
- Is frightened to say what's wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1) Learners and parents should report bullying incidents to a teacher (**under no circumstances should a parent approach a child they suspect of bullying their child**).
2) All bullying behaviour or threats of bullying will be investigated and followed up.
3) Allegations must be reported to the Headteacher or Assistant Headteacher
4) In serious cases parents will be informed and will be asked to come into school for a meeting to discuss the problem.
5) Any victim of bullying will be supported immediately and in the future

6) Efforts will be made to help the bully (bullies) recognise and change their behaviour.
7) If necessary and appropriate, police will be consulted.
8) All cases of bullying will be recorded on CPOMS (Child Protection Online and Monitoring System)

Strategies

We believe that everyone can play a role in preventing bullying. The following are some of our strategies:

- Whole school initiatives (staff training, assemblies etc.)
- Taking part in Anti Bullying Week to ensure all learners are reminded about what constitutes bullying and that we do not tolerate any forms of bullying
- Proactive teaching strategies in PD (Personal Development) lessons are used to increase awareness and strengthen self-esteem and self-confidence.
- Restorative practice is used to encourage empathy and recognise and change bullying behaviour. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.
- ELSA (Emotional Literacy Support Assistant) support is available for both victim and perpetrator
- We use our behaviour policy effectively to promote good behaviour.
- Open door policy to support 'telling'

As part of our behaviour policy, we have the three Respect rules (Respect for self, Respect for community/others, Respect for the environment). We also remind our learners about our S.T.A.R values (Strength, Togetherness, Aspirations, Responsibility). In addition to this, we have our Respect Pathway:

> **Stage 1:** Reminder- A quiet reminder about our rules. An adult explains the behaviour that needs correcting.
>
> **Stage 2:** Rethink- If the behaviour continues to cause concern, the learner will be given a final warning. An adult will explain clearly what the concern is and how the learner can correct the behaviour.
>
> **Stage 3:** Reflect- At this stage, the learner will be sent to another class or a different space to allow them to reflect on their behaviour. The learner will lose one of their privileges such as playtime and the parents/carers will be contacted. The adult and learner will talk about how to put things right.
>
> **Stage 4:** Restore- The learner will be sent to the Headteacher and will lose their privileges for the day. A formal meeting will take place with the parents/carers and a plan will be devised to help the learner improve their behaviour.

The following sanctions/ actions may be taken:

- Apologise to the victim(s).
- Loss of privileges in line with the Respect Pathway.
- Reflect. This may involve using the sanctuary room
- Parents invited into school to discuss any issues.
- Support sessions with the ELSA.
- Attend restorative practice sessions.
- Fixed term exclusion.
- Permanent exclusion.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys and records on CPOMS will be used to gauge the effectiveness of the policy. Following an annual review any amendments will be made to the policy and everyone informed. Governors are provided with updates in relation to behaviour and any bullying incidents.